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ABSTRACT

At Montgomery College (MC), in Maryland, a survey of first-time students entering the college in fall 1990 was conducted to collect data on student attitudes, enrollment behavior, and educational goals. The survey was part of a 6-year longitudinal study seeking to identify factors related to student success and non-success, particularly among American Black students. Previous studies at MC have revealed that Black students enrolled part-time have the lowest semester-to-semester retention rates (less than 50%), while full-time Black students have a retention rate of more than 75%. Compared to other students, a higher percentage of Black students are employed and more frequently report having dependents. The fall 1990 entering student survey was sent to all 2,731 first-time students, including 893 White students, 522 Black students, 187 Asian students, and 174 Hispanic students. Usable surveys were returned by 1,261 students for a 46% response rate. Study findings included the following: (1) while Black students more frequently intended to earn a degree at MC as compared to other American students, they more often attended on a part-time basis (77%); (2) Black students more frequently reported having concerns about financing their education than other groups; and (3) Black students were more likely than other groups to report being financially independent than other students. References, the survey instrument, and data tables on enrollment status, financial concerns, financial status, and student income, by ethnic group, are included. (PAA)

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THE LONGITUDINAL STUDENT SUCCESS STUDY: THE ENTERING STUDENT SURVEY

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March 20, 1992
17th National Conference on Blacks in Higher Education
Sponsored by the National Association for Equal Opportunity in Higher Education
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INTRODUCTION[1]

The American Council on Education reports that it is projected that by the year 2010, that approximately one-third of our country's population will be members of minority groups (American Council on Education (One-Third of A Nation 3). According to Green (1989),

> The future of our nation is inextricably tied to an educated population that can contribute to the labor force and the economy, as well to our national well-being. If one-third of the nation will be composed of minority persons by the year 2010. . ., minority citizens must be included in the economic, political, social and educational mainstream.

Of course, this is not news to us that work in the field; however, now, there appears to be more public and political concern regarding the education and general welfare of minority group members, possibly because their fate is now seen to be directly linked or "inextricably tied" to that of the larger society in which they dwell.

If minority citizens are to be included in the mainstream and contribute to the social institutions of this nation, it seems reasonable to argue that there must exist an economic basis for such inclusion. It should be realized that broadly speaking, the more education one has, the higher one's total lifetime earning will be (Statistical Abstract 393). It logically follows then, that access to higher education, and educational success is crucial to both minority group members, and to the very economic well-being of the country.

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[1] Note. Background material has been adapted from literature reviews written for The Longitudinal Student Success Study by Dr. Charlene Nunley, Montgomery College.

Persistence and Success

Green, reporting for the American Council on Education noted that college attendance rates for Black students was 47 percent, contrasted with 53 percent for White students; and, that more importantly this gap is widening (3). Green also reported that 43 percent of Black students were enrolled in two-year colleges (3). An ERIC report makes clear the relative importance of two-year colleges to minority students, stating:

> A greater percentage of students attending community colleges are members of ethnic minorities. In 1986, community colleges represented 37 percent of the total enrollment in American higher education and enrolled more than 47 percent of the ethnic minority students.

Enrollment of Black students in Maryland Community Colleges is only slightly lower than the national statistics (44%) (Task Force to Address the Decline in Enrollment and Graduation of the Black Male From Institutions of Higher Education 5). Black students and other minority students are disproportionately enrolled at community colleges, so it seems important to analyze the persistence rates, and the relative success of these students if we are to understand the future educational needs of minority students. Educators and politicians alike have become increasingly concerned in regard to the persistence and achievement of Black students at community colleges. The Task Force noted that a recently completed congressionally-mandated report, that examined vocational-education programs in two-year colleges, concluded that 51 percent of Black students enrolled in two-year colleges do not complete their intended field of study (25). Moreover, the State Board for Community Colleges of Maryland reported that only a minuscule percentage of first-time, full-time, freshmen Black students, had earned an A.A. degree or certificate at a community college three years after entry (4%), and that more than 70 percent of these students

had dropped out by the end of their third year[2]. However, on a brighter note, Nunley reported recent improvement in retention rates for both Black and White students in the State of Maryland; however, improvement in retention rates for both Black and White students has served to maintain the gap in retention rates between Black and White students (Literature Review 11). Most studies agree that degree achievement rates for Black and Hispanic students are considerably lower than degree achievement rates for White students. Achievement can be assessed in several different ways for community colleges. Many students at a two-year colleges report that it is their objective to transfer to a four-year school. The Task Force cited a report from the State Board for Community Colleges which found that the transfer rate for Black students is considerably less than one-half what it is for White students (42%); i.e. White students transfer at almost two and one-half (2.5) times the rate of Black students. At MC, Lanni estimated that Black students transferred to a four-year college at less than one-half the rate of White students; this ratio is consistent with State of Maryland data although the actual transfer rate for both Black and White students is higher at Montgomery College than it is for the aggregate total for community colleges in Maryland (Communications with the Ford Foundation Transfer Assembly Program).

The American Council on Education reported that nationally the percentage of Black Americans awarded Associate degrees (as a percentage of all associate degree) declined by 3.1% from 1987 to 1989, including a 8.1% decline among Black males during that same period (Ninth Annual Status Report 30). It should be realized that transfer and degree attainment are not the

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[2] These data account only for movement among Maryland public institutions, undoubtedly, some students transferred outside the Maryland system.

only educational outcomes that constitute "success", particularly at two-year colleges. For example, Lanni points out that at Montgomery College many students enroll for reasons other than transfer or degree attainment (Enrollment Summary 38-42). In fact, among Black students in the Longitudinal Student Success Study cohort, Lanni reports that less than one-half of these students intend to graduate from MC, and 47% intend to transfer (Report I 28).

The Longitudinal Student Success Study

Minority students, particularly Black and Hispanic students, more frequently attend community colleges, less frequently receive degrees, and less frequently transfer from two-year to four-colleges, contrasted with other students. Following reports by Green (1989), Nunley (1989), The American Council on Education (1989), and the Task Force (1990) that detailed the plight of minority students in higher education, administrators and researchers at Montgomery College determined that the educational progress of minority students must be given greater attention, and agreed on a plan to track the incoming cohort of students from fall 1990, to learn how to enhance the relative success of students at MC (Lanni Characteristics 1).

The Longitudinal Student Success Study (LSSS) is a research project undertaken at Montgomery College (MC), to gather information used to later intercede on behalf of students that otherwise might not be successful. The LSSS is a six-year study designed to gather information on a cohort of students consisting of all minority students enrolled for the first-time at MC and a sample of White students enrolled for the first-time at MC, from fall 1990. It is the objective of the LSSS to determine those factors associated with student success and student non-success (student success being defined as a student meeting their educational objective). In the future, this information will be utilized to intervene on behalf of students who are "at risk"; that is, may experience difficulty in achieving their educational objectives.

Methodology

The LSSS cohort included 2,731 first-time students at Montgomery College, from fall 1990. Lanni reported that the cohort of 2,731 students was comprised of 1,776 American students and 955 International students. American students included White (N=893), Black (N=522), Asian (N=187), and Hispanic (N=174) students. Most Asian (N=469), a majority of Hispanic (N=200), some Black (N=186), and relatively few White (N=100) students are International students (Report I 7).

The Entering Student Survey, a 55 item survey instrument, was sent to the 2,731 students that comprised the LSSS cohort. A second mailing was sent to students that did not respond in a two-week period. After four weeks, a Telephone Follow-up Survey was conducted to contact students that did not respond to either mailing. The Telephone Follow-up consisted of key items adapted form the Entering Student Survey. Together, the Entering Student Survey and the Telephone Follow-up produced 1,261 usable responses on designated key items, for a return rate of 46%.

Discussion

For the purposes of this paper, the discussion of findings has been limited primarily to survey data collected for American Black students, as factors impacting success at a community college are often quite different for American Black students, contrasted with other American and International students. It should be noted that while this paper focuses on American Black students, the LSSS project team has collected, and is currently analyzing information for other racial/ethnic groups.

Black students more frequently intend to earn a degree at MC, compared to other American students, but attend MC on a part-time basis more frequently than other students (Lanni, 28). There exists a statistically significant difference in student status (full-time versus part-time enrollment) by racial/ethnic group ($p < .0001$), with Black students enrolled on a full-time basis much less frequently than other students; Black students enrolled on a part-time basis 77% of the time (Table 1, Figure 1). This data is consistent with the ratio (2:3) of Black and White high school graduates in Maryland that reported that they plan to attend college full-time (Task Force 22). Full-time enrollment at Montgomery College is a particularly salient feature associated with success, as evidenced in Nunley's report which states that historically part-time Black students have the lowest semester-to-semester retention rates at MC; a rate of less than one-half (< 50%) (Student Diversity 14). Typically, full-time Black students at MC have a retention rate of more than three-quarters (> 75%); and, retention rates are positively correlated with student success.

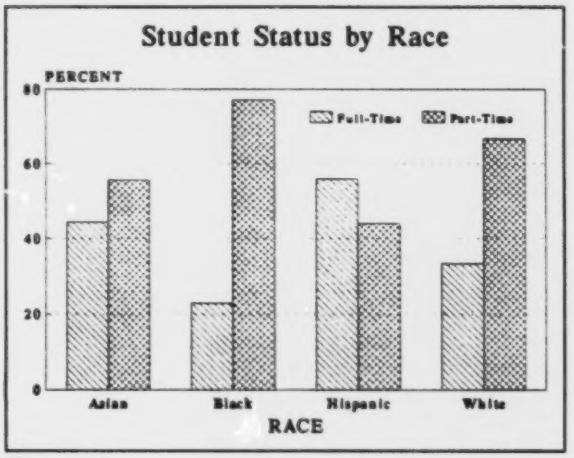

Figure 1

Black students reported that they more frequently had concerns about financing their education at MC, contrasted with other students. A statistically significant difference existed between students in regard to the relative degree of concern that they reported when assessing their ability to finance their education ($p < .0001$). (Table 2, Figure 2).

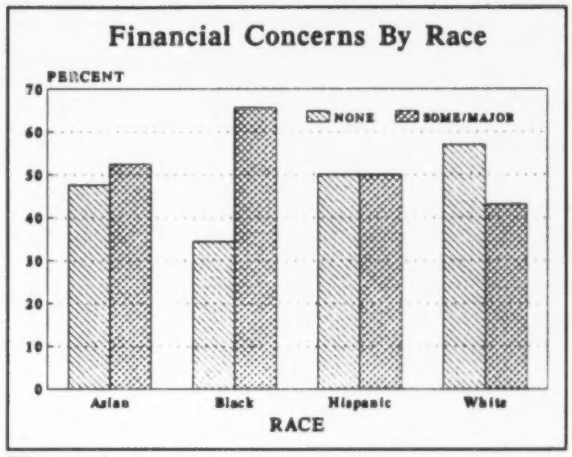

Figure 2

Black students were statistically more likely to report an independent student status, as opposed to a dependent student status, contrasted with other students ($p < .0001$) (Table 3, Figure 3) (Lanni 46-47). Students that do not have financial support from their families are obviously more reliant upon their personal financial ability to pay for an education, than are other students.

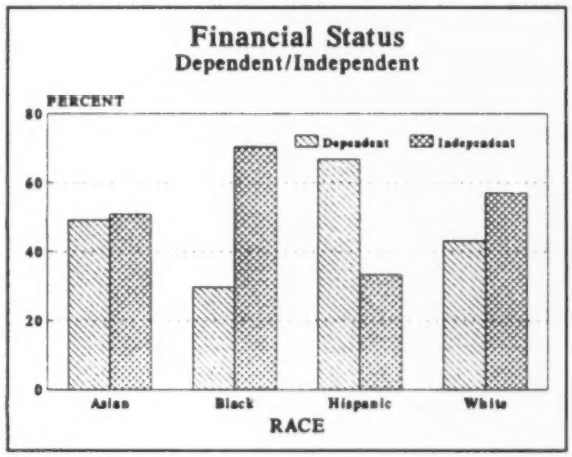

Figure 3

Lanni reported that while a higher percentage of Black students are employed than are other students (Report II 14), the income level of Black students is significantly lower ($p < .05$) compared to other students ($p < .05$) (Table 4, Figure 4). Lanni has also found that Black students more frequently reported dependents than did other students. This data is consistent with historical income and dependency status data reported by the American Council on Education (Eighth Annual Status Report 36).

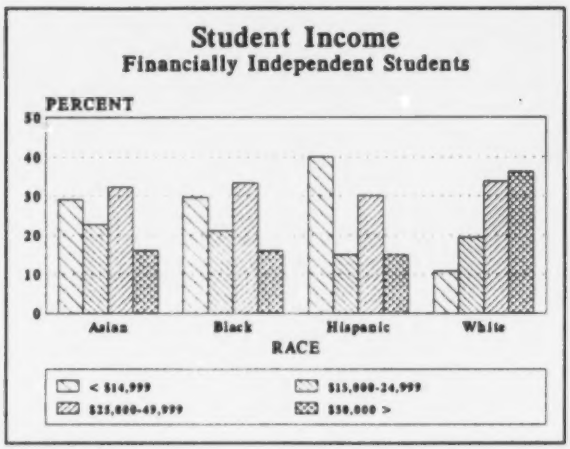

Figure 4

Conclusions

For Black students, factors such as lower full-time attendance percentages, greater financial concerns in financing their education, more frequent self-reliance and independent student status, more often supporting one dependent or more (Report II 12) , and lower incomes may consign many Black students to an educational "risk group", explaining, at least in part, the data on educational outcomes described earlier in this paper. These students face a myriad of educational barriers not typically encountered by other students. These barriers are very real, not just conjectural, and it should be apparent that such barriers must be lowered. College administrators and Black students themselves must develop strategies to overcome the educational disadvantages faced by many Black students.

College administrators should look for ways to break the vicious cycle of educational disenfranchisement historically faced by minority students. Montgomery College is currently working to establish intervention strategies that will break this cycle identifying "at risk" students and intervening on their behalf before they meet with failure.

Many students that find themselves perilously close to experiencing non-success in their educational careers, are limited by financial factors. I think that it is clear that it is very difficult to concentrate on advancement and academic success if a student is in a situation in which they must marshal most of tneir energy for the purposes of meeting subsistence needs. Administrators and students themselves must develop strategies that allow students the opportunity for educational achievement. Only through establishment of the necessary economic resources will minority students be included in the mainstream, and have the ability to contribute to the social institutions of our nation.

TABLES

			Asian	Black	Hispanic	White	Total
Table 1	**Student Status:**						
	Full-time	*N*	35	41	47	139	262
		%	44.3%	22.8%	56.0%	33.3%	34.4%
	Part-time	*N*	44	139	37	279	499
		%	55.7%	77.2%	44.0%	66.7%	65.6%
	Total	*N*	79	180	84	418	761
		%	6.3%	14.3%	6.7%	33.1%	100.0%
Table 2	**Financial Concerns:**						
	None	*N*	30	42	31	178	281
		%	47.6%	34.4%	50.0%	56.9%	50.2%
	Some/Major	*N*	33	80	31	135	279
		%	52.4%	65.6%	50.0%	43.1%	49.8%
	Total	*N*	63	122	62	313	560
		%	11.3%	21.8%	11.1%	55.9%	100.0%
Table 3	**Financial Status:**						
	Dependent	*N*	30	34	40	128	232
		%	49.2%	29.6%	66.7%	43.1%	43.5%
	Independent	*N*	31	81	20	169	301
		%	50.8%	70.4%	33.3%	56.9%	56.5%
	Total	*N*	61	115	60	297	533
		%	11.4%	21.6%	11.3%	55.7%	100.0%
Table 4	**Student Income:**						
	< $14,999	*N*	9	24	8	18	59
		%	29.0%	29.6%	40.0%	10.7%	19.6%
	$15,000-24,999	*N*	7	17	3	33	60
		%	22.6%	21.0%	15.0%	19.5%	19.9%
	$25,000-49,999	*N*	10	27	6	57	100
		%	32.3%	33.3%	30.0%	33.7%	33.2%
	$50,000 >	*N*	5	13	3	61	82
		%	16.1%	16.0%	15.0%	36.1%	27.2%
	Total	*N*	31	81	20	169	301
		%	10.3%	26.9%	6.6%	56.1%	100.0%
	Median:		$22,500	$22,500	$17,500	$40,400	$30,000

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MONTGOMERY COLLEGE
Entering Student Survey
Fall 1990

This survey has been sent to you because you have been identified as a student who first attended Montgomery College in summer or fall 1990. We would like to follow your progress during your years at Montgomery College and for several years thereafter to determine how well Montgomery College has met your educational needs. We also plan to use information that we collect from you and others to improve our programs and services for our diverse student body and to help our students to become even more academically successful. Your answers will be held in strictest confidence and will be used only for the purposes described in the cover letter that you have received with this survey. This survey will take approximately 15 minutes to complete. Please return the survey in the enclosed envelope by Thursday, **November 15, 1990.**

Please make corrections to label below, if necessary.

Name _____

Address _____

_____

Phone Number _____

Mail label here

If you move out of the area, we would like to be able to locate you and gain your insights and opinions about how well Montgomery College prepared you for further college education and employment, and whether your experiences at Montgomery College have brought you other continuing personal and/or professional benefits. Below, please give the name and address of a friend or close relative who will always know your whereabouts so we can properly address future correspondence.

CLOSE FRIEND OR RELATIVE

_____ _____
(Name) (Relationship)

_____ _____
(Address) (Phone Number)

_____
(City) (State) (Zip Code)

___ ___ ___ ___
(1-4)

FOR EACH OF THE QUESTIONS THAT FOLLOW, PLEASE DARKEN JUST ONE RESPONSE UNLESS THE INSTRUCTIONS INDICATE OTHERWISE.SEE SAMPLE BELOW.
ARE YOU A SURVEY PARTICIPANT?

[■] Yes
[ ] No

PART ONE--EDUCATIONAL ASPIRATIONS

The questions that follow relate to the goals that you hope to achieve at college. For each item, please check the response that most closely reflects your educational goals.

1. Have you attended any college, vocational or trade school other than Montgomery College? (5)
   [ ] A. Yes
   [ ] B. No

2. What is the highest level of education that you achieved at that school or college? (6)
   [ ] A. Have not attended any other school or college since high school.
   [ ] B. I withdrew prior to completing any courses.
   [ ] C. I completed some courses but did not earn a degree or certificate.
   [ ] D. I earned a vocational certificate.
   [ ] E. I earned an associate degree.
   [ ] F. I earned a bachelor's degree.
   [ ] G. I earned a master's degree.
   [ ] H. I earned a doctorate or professional degree (law, medicine, etc.).

3. Ultimately what is the highest college degree that you intend to achieve? (7)
   [ ] A. Not seeking a certificate or degree
   [ ] B. A one-semester or one-year vocational certificate
   [ ] C. An associate degree
   [ ] D. A bachelor's degree
   [ ] E. A master's, doctorate, or other professional degree (law, medicine, etc.)

4. What is your educational goal at Montgomery College? (8)
   [ ] A. Complete courses; do not intend to graduate from MC
   [ ] B. Earn a certificate
   [ ] C. Earn an associate in arts degree
   [ ] D. Other (specify) _____

5. How committed are you to the achievement of your educational goal? (9)
   [ ] A. Highly committed
   [ ] B. Somewhat committed
   [ ] C. Not committed

6. How likely are you to achieve your educational goal? (10)
   [ ] A. Very likely
   [ ] B. Somewhat likely
   [ ] C. Somewhat unlikely
   [ ] D. Very unlikely

7. How long do you think it will take you to achieve your educational goal at Montgomery College? (11)
   [ ] A. One semester
   [ ] B. One year
   [ ] C. Two years
   [ ] D. Three years
   [ ] E. Four or five years
   [ ] F. More than five years

8. Below are a number of reasons for attending Montgomery College. Please rate how important each is to you by checking the appropriate response for each reason. (12-20)

Very Important	Somewhat Important	Not Important	Reason
[ ]	[ ]	[ ]	A. Prepare entry/1st career
[ ]	[ ]	[ ]	B. Prepare entry/ 2nd career
[ ]	[ ]	[ ]	C. Update skills for current job
[ ]	[ ]	[ ]	D. Transfer to a four-year college
[ ]	[ ]	[ ]	E. Self-enrichment
[ ]	[ ]	[ ]	F. Explore new occupational area
[ ]	[ ]	[ ]	G. Explore new academic area
[ ]	[ ]	[ ]	H. Obtain salary increase and/or promotion
[ ]	[ ]	[ ]	I. Other_____

9. Look at the reasons in Question 8 and give the letter of the reason that represents the single most important reason why you decided to attend Montgomery College. (For example, if "update skills for current job" is it, put C.) _____ (21)

10. Please rate your ability to get good grades in college. (22)
   [ ] A. Above Average
   [ ] B. Average
   [ ] C. Below Average

11. How important is it to you to get good grades in college? (23)
   [ ] A. Very Important
   [ ] B. Somewhat Important
   [ ] C. Somewhat unimportant
   [ ] D. Very unimportant

12. Did your parents or other adult family member expect you to attend college? (24)
   [ ] A. Yes, it was expected.
   [ ] B. Yes, it was encouraged.
   [ ] C. No, it was neither encouraged nor expected.

13. Do you have a quiet place to study at home? (25)
   [ ] A. Yes
   [ ] B. Sometimes
   [ ] C. No

PART TWO--HIGH SCHOOL INFORMATION

The questions that follow pertain to your high school experience. Even if you attended high school a number of years ago, we ask that you respond to these questions to the best of your recollection.

14. Do you have a high school diploma or G.E.D.? (26)
   [ ] A. Yes, I have a high school diploma.
   [ ] B. Yes, I have a G.E.D.
   [ ] C. No, I do not have a diploma or G.E.D.

15. Did you obtain your high school diploma or G.E.D. in the United States? (27-32)
   [ ] A. I do not have a high school diploma or G.E.D.
   [ ] B. Yes. Name the state_____
   [ ] C. No. Name the country from which you received your diploma or G.E.D._____

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16. Which of the following best describes the grades you earned in high school? (33)
[ ] A. Mostly A's
[ ] B. About an equal number of A's and B's
[ ] C. Mostly B's
[ ] D. About an equal number of B's and C's
[ ] E. Mostly C's
[ ] F. About an equal number of C's and D's
[ ] G. Mostly D's or lower
[ ] H. Not applicable

17. In which quarter of your high school class did you graduate? (34)
[ ] A. Top quarter
[ ] B. Second quarter
[ ] C. Third quarter
[ ] D. Fourth quarter
[ ] E. Not applicable

18. Which of the following best describes the type of program you were enrolled in during high school? (35)
[ ] A. General high school program
[ ] B. College prep, academic, or specialized academic (such as science or math)
[ ] C. Vocational, technical, or business and career
[ ] D. Other (specify)_____
[ ] E. I don't know

PART THREE—RECENT HIGH SCHOOL GRADUATE INFORMATION

Part Three of the questionnaire is specifically for **students** who are **age 25 and under.** If you are **25 or under,** please check the appropriate response for each item that follows. If you are **over age 25,** please **skip Part Three** and go directly to **Part Four.**

19. Approximately how much time did you spend on homework each week when you were in high school? (36)
[ ] A. None
[ ] B. 1 hour or less
[ ] C. 2-3 hours
[ ] D. 4-6 hours
[ ] E. 7-9 hours
[ ] F. 10-12 hours
[ ] G. 13-15 hours
[ ] H. More than 15 hours

20. In a typical week, how much total time did you spend participating in sponsored extracurricular activities and athletics during your high school years? (37)
[ ] A. None
[ ] B. 1 hour or less
[ ] C. 2-3 hours
[ ] D. 4-6 hours
[ ] E. 7-9 hours
[ ] F. 10-15 hours
[ ] G. More than 15 hours

21. About what proportion of your high school friends went directly to college after high school? (38)
[ ] A. Most
[ ] B. One-half or more
[ ] C. Less than one-half
[ ] D. Few/None

22. How many years has it been since you made your decision to attend college? (39)
[ ] A. Less than one
[ ] B. One to two years
[ ] C. Three to four years
[ ] D. Four to five years
[ ] E. More than five years

23. How many hours a week did you usually work a paying job while you were a senior in high school? (40)
[ ] A. None
[ ] B. 1-10 hours a week
[ ] C. 11-20 hours a week
[ ] D. 21-30 hours a week
[ ] E. More than 30 hours a week

24. Please specify the highest level of education that your parent or other head of household expects you to achieve. Check one response for your father (or other male head of household) and one for your mother (or other female head of household). (41-42)

Father (or other MALE)	Mother (or other FEMALE)	Educational Level
[ ]	[ ]	A. College courses but no degree
[ ]	[ ]	B. A vocational certificate
[ ]	[ ]	C. An associate degree
[ ]	[ ]	D. A bachelor's degree
[ ]	[ ]	E. A master's degree
[ ]	[ ]	F. Doctorate or other professional degree (medical, law, etc.)

PART FOUR—MONTGOMERY COLLEGE INFORMATION

This section is for MC students of all ages. The questions below ask for information about the factors that influenced your decision to attend Montgomery College and about your plans for involvement in activities while enrolled at MC.

25. The decision to attend MC is usually influenced by a variety of factors. How influential was each of the following factors in your decision? (43-57)

Highly Influential	Somewhat Influential	Not Influential	Factor
[ ]	[ ]	[ ]	A. Academic reputation
[ ]	[ ]	[ ]	B. Faculty reputation
[ ]	[ ]	[ ]	C. Course or program
[ ]	[ ]	[ ]	D. Cost
[ ]	[ ]	[ ]	E. Location
[ ]	[ ]	[ ]	F. Friend(s) attending
[ ]	[ ]	[ ]	G. Current job
[ ]	[ ]	[ ]	H. Financial aid
[ ]	[ ]	[ ]	I. Social life
[ ]	[ ]	[ ]	J. Athletics
[ ]	[ ]	[ ]	K. Student services
[ ]	[ ]	[ ]	L. Remedial classes
[ ]	[ ]	[ ]	M. Not accepted at college of choice
[ ]	[ ]	[ ]	N. Schedule of classes
[ ]	[ ]	[ ]	O. Other_____ (specify)

26. Which of the following people were influential in your decision to attend Montgomery College? Please mark one answer for <u>each</u> of the following (A-F) (58-64)

Highly Influential	Somewhat Influential	Not Influential	
[ ]	[ ]	[ ]	A. Parents or other adult
[ ]	[ ]	[ ]	B. Spouse
[ ]	[ ]	[ ]	C. High school teacher
[ ]	[ ]	[ ]	D. Friend
[ ]	[ ]	[ ]	E. High school counselor
[ ]	[ ]	[ ]	F. Employer
[ ]	[ ]	[ ]	G. Other_____

27. Did you participate in a Montgomery College program for new students? (65)
[ ] A. Yes
[ ] B. No

28. Are you participating in any intercollegiate athletic teams at Montgomery College? (66-68)
[ ] A. Yes. Specify the sport _____
[ ] B. No

29. Are you currently participating in any student extracurricular activities or programs at Montgomery College or outside Montgomery College? (69-71)
[ ] A. Yes. Specify the activity or activities
_____
[ ] B. No

30. Do you plan to become involved in student activities or athletics at Montgomery College in the future? (72)
[ ] A. Yes
[ ] B. No
[ ] C. Unsure

31. During your attendance at Montgomery College, you are planning to enroll in classes (73)
[ ] A. Primarily full-time (12 or more credit hours a semester)
[ ] B. Primarily part-time (less than 12 credit hours a semester)

32. Do you have any concern about your ability to finance your education at Montgomery College? (74)
[ ] A. None. I am confident that I will have enough funds.
[ ] B. Some concern (but I will probably have enough funds).
[ ] C. Major concern (not sure I will have enough funds to complete college).

33. How is your college education financed? (Check all that apply.)
[ ] A. Parents or other adults paid my tuition. (75-82)
[ ] B. I worked and paid for my tuition.
[ ] C. I received a higher education grant (Pell, SEOG, or other)
[ ] D. I received a scholarship.
[ ] E. I acquired a loan.
[ ] F. I used savings.
[ ] G. My employer.
[ ] H. Other_____

PART FIVE--BACKGROUND INFORMATION

The questions below relate to your origin and ethnicity and other general background information.

34. How many miles **one-way** do you commute to Montgomery College each time you attend? (83)
[ ] A. 5 miles or less
[ ] B. 6 to 14 miles
[ ] C. 15 to 24 miles
[ ] D. 25 miles or more

35. When I travel to Montgomery College, I **USUALLY**
[ ] A. Walk (84)
[ ] B. Drive myself
[ ] C. Car pool
[ ] D. Use public transportation
[ ] E. Other_____

36. How many people are dependent on you (or you and your spouse/partner) for support? Count everyone who receives half or more of his or her financial support from you, but do not include yourself or your spouse. (85-100)
[ ] A. None
[ ] B. One
[ ] C. Two
[ ] D. Three
[ ] E. Four
[ ] F. Five or more
Please indicate the ages of those dependents
___ ___ ___ ___ ___ ___ ___

37. How many years have you lived in the United States? (101)
[ ] A. Less than one year
[ ] B. One to two years
[ ] C. Three to five years
[ ] D. Six to eight years
[ ] E. Nine to ten years
[ ] F. Ten to fifteen years
[ ] G. More than fifteen years or life

38. What was the first language you learned to speak when you were a child? (102-103)
[ ] A. English
[ ] B. Spanish
[ ] C. Chinese
[ ] D. Japanese
[ ] E. Korean
[ ] F. Italian
[ ] G. A Filipino language
[ ] H. French
[ ] I. German
[ ] J. Greek
[ ] K. Polish
[ ] L. Portuguese
[ ] M. Other _____

39. What language do you USUALLY speak NOW? (104-105)
[ ] A. English
[ ] B. Spanish
[ ] C. Chinese
[ ] D. Japanese
[ ] E. Korean
[ ] F. Italian
[ ] G. A Filipino language
[ ] H. French
[ ] I. German
[ ] J. Greek
[ ] K. Polish
[ ] L. Portuguese
[ ] M. Other _____

40. Is any language other than English spoken in your home?
[ ] A. No. Please **SKIP** to question **41**. (106)
[ ] B. Yes. **CONTINUE**.

How well do you do the following? (107-110)

Very Well	Pretty Well	Not Very Well	Well	
[ ]	[ ]	[ ]	[ ]	A. Understand spoken English
[ ]	[ ]	[ ]	[ ]	B. Speak English
[ ]	[ ]	[ ]	[ ]	C. Read English
[ ]	[ ]	[ ]	[ ]	D. Write English

41. Which best describes you? (111)
[ ] A. Asian or Pacific Islander. **Go** to question **42**
[ ] B. Hispanic, regardless of race. **Go** to question **43**
[ ] C. Black, not of Hispanic origin. **Go** to question **45**
[ ] D. White, not of Hispanic origin. **Go** to question **46**
[ ] E. American Indian or Alaskan Native. **Go** to question **46**

42. FOR ASIAN OR PACIFIC ISLANDERS ONLY

Which of the following best describes your background?

[ ] A. Chinese (112-113)
[ ] B. Filipino
[ ] C. Japanese
[ ] D. Korean
[ ] E. Southeast Asian (Vietnamese, Laotian, Cambodian/ Kampuchean, Thai, etc.)
[ ] F. Pacific Islander (Samoan, Guamanian, etc.)
[ ] G. South Asian (Asian Indian, Pakistani, Bangladeshi, Sri Lankan, etc.)
[ ] H. West Asian (Iranian, Afghan, Turkish, etc.)
[ ] I. Middle Eastern (Iraqi, Israeli, Lebanese, etc.
[ ] J. Other Asian _____

NOW GO TO QUESTION 46

43. FOR HISPANICS ONLY

Which of these categories best describe your background?

[ ] A. Mexican, Mexican-American, Chicano (114)
[ ] B. Cuban
[ ] C. Puerto Rican
[ ] D. Central or South American
[ ] E. Other Hispanic

44. What is your race?

[ ] A. Black Hispanic (115)
[ ] B. White Hispanic
[ ] C. Other Hispanic

NOW GO TO QUESTION 46

45. FOR BLACKS ONLY

Which of these categories best describe your background?

[ ] A. African Nationalist (116)
[ ] B. African American
[ ] C. Caribbean
[ ] D. Other _____

Please continue

PART SIX--EMPLOYMENT INFORMATION

The questions below relate to your current employment status and earnings.

46. Are you currently: (117)

[ ] A. Employed full-time
[ ] B. Employed part-time for less than 10 hours per week
[ ] C. Employed part-time for 11 to 20 hours per week
[ ] D. Employed part-time for more than 20 hours per week
[ ] E. Not employed

47. What are your hourly earnings in your current job?

[ ] A. Not currently employed (118-119)
[ ] B. Less than $4 per hour
[ ] C. $4 to $4.99
[ ] D. $5 to $6.99
[ ] E. $7 to $8.99
[ ] F. $9 to $10.99
[ ] G. $11 to $14.99
[ ] H. $15 to $19.99
[ ] I. $20 to $24.99
[ ] J. $25 or more

PART SEVEN--FAMILY INFORMATION

The questions that follow are about various aspects of your family, income, occupation, and education.

48. Please specify your marital status. (120)

[ ] A. Single
[ ] B. Married
[ ] C. Separated or divorced
[ ] D. Widowed

49. Do you live with your parent(s) or guardian(s)? (121)

[ ] A. Yes
[ ] B. No

50. Are you financially dependent on your parent(s) or other adult household member(s)? Answer **yes** if you are listed as a dependent on their income taxes. If you do not know if you are listed as a dependent on their taxes, answer **yes** if they provide most of the funds to pay your college tuition and expenses and your general living expenses. Otherwise, answer **no.** (122)

[ ] A. Yes. **Go** to question **51**
[ ] B. No. **Proceed** to question **52**

51. **FOR DEPENDENT STUDENTS WHO ARE FINANCIALLY DEPENDENT ON PARENTS OR OTHER ADULTS.** Please give your best estimate of the income of these adults in 1989. (123-124)

[ ] A. None
[ ] B. Less than $2,499
[ ] C. $2,500-$4,999
[ ] D. $5,000-$7,499
[ ] E. $7,500-$9,999
[ ] F. $10,000-$14,999
[ ] G. $15,000-$19,999
[ ] H. $20,000-$24,999
[ ] I. $25,000-$34,999
[ ] J. $35,000-$49,999
[ ] K. $50,000-$74,999
[ ] L. $75,000-$99,999
[ ] M. $100,000-$199,999
[ ] N. $200,000 or more

52. **FOR STUDENTS WHO ARE NOT FINANCIALLY DEPENDENT ON PARENTS OR OTHER ADULTS.** Please give your best estimate of the income of you and your spouse, if married, and any other wage earner in your household who contributes to the general living support of your family. (125-126)

[ ] A. None
[ ] B. Less than $2,499
[ ] C. $2,500-$4,999
[ ] D. $5,000-$7,499
[ ] E. $7,500-$9,999
[ ] F. $10,000-$14,999
[ ] G. $15,000-$19,999
[ ] H. $20,000-$24,999
[ ] I. $25,000-$34,999
[ ] J. $35,000-$49,999
[ ] K. $50,000-$74,999
[ ] L. $75,000-$99,999
[ ] M. $100,000-$199,999
[ ] N. $200,000 or more

53. What is the highest level of formal education attained by your father and mother, or other male or female head of household. (Record one check in each column.) (127)

Father (or other MALE)	Mother (or other FEMALE)	
[ ]	[ ]	A. Grammar school or less
[ ]	[ ]	B. Some high school
[ ]	[ ]	C. High school graduate
[ ]	[ ]	D. Postsecondary (other than college)
[ ]	[ ]	E. Some college
[ ]	[ ]	F. Two-year college degree
[ ]	[ ]	G. Four-year college degree
[ ]	[ ]	H. Some graduate school
[ ]	[ ]	I. Graduate degree

54. Mark **only three** responses; one in each column. **Your** likely occupation, your **Father's** (or other male head of household) occupation, and your **Mother's** (or other female head of house hold) occupation.

NOTE: If your father or mother (or other male or female head of household) is deceased or retired, please indicate his or her last occupation.

(128-133)

Your	Father (or other male)	Mother (or other female)	
[ ]	[ ]	[ ]	Accountant or actuary
[ ]	[ ]	[ ]	Actor or entertainer
[ ]	[ ]	[ ]	Architect or urban planner
[ ]	[ ]	[ ]	Artist
[ ]	[ ]	[ ]	Business (clerical)
[ ]	[ ]	[ ]	Business executive (manager, administrator)
[ ]	[ ]	[ ]	Business salesperson or buyer
[ ]	[ ]	[ ]	Clergy
[ ]	[ ]	[ ]	Clinical psychologist
[ ]	[ ]	[ ]	College teacher
[ ]	[ ]	[ ]	Computer programmer or analyst
[ ]	[ ]	[ ]	Conservationist or forester
[ ]	[ ]	[ ]	Dentist (including orthodontist)
[ ]	[ ]	[ ]	Dietician or home economist
[ ]	[ ]	[ ]	Engineer
[ ]	[ ]	[ ]	Farmer or rancher
[ ]	[ ]	[ ]	Foreign service worker (including diplomat)
[ ]	[ ]	[ ]	Homemaker (full-time)
[ ]	[ ]	[ ]	Interior decorator (including designer)
[ ]	[ ]	[ ]	Interpreter (translator)
[ ]	[ ]	[ ]	Lab technician or hygienist
[ ]	[ ]	[ ]	Law enforcement officer
[ ]	[ ]	[ ]	Lawyer (attorney) or judge
[ ]	[ ]	[ ]	Military service (career)
[ ]	[ ]	[ ]	Musician (performer, composer)
[ ]	[ ]	[ ]	Nurse
[ ]	[ ]	[ ]	Optometrist
[ ]	[ ]	[ ]	Pharmacist
[ ]	[ ]	[ ]	Physician
[ ]	[ ]	[ ]	School counselor
[ ]	[ ]	[ ]	School principal or superintendent
[ ]	[ ]	[ ]	Scientific researcher
[ ]	[ ]	[ ]	Social, welfare or recreation worker
[ ]	[ ]	[ ]	Statistician
[ ]	[ ]	[ ]	Therapist (physical, occupational, speech)
[ ]	[ ]	[ ]	Teacher or administrator (elementary)
[ ]	[ ]	[ ]	Teacher or administrator (secondary)
[ ]	[ ]	[ ]	Veterinarian
[ ]	[ ]	[ ]	Writer or journalist
[ ]	[ ]	[ ]	Skilled trades
[ ]	[ ]	[ ]	Laborer (unskilled)
[ ]	[ ]	[ ]	Semi-skilled worker
[ ]	[ ]	[ ]	Unemployed
[ ]	[ ]	[ ]	Undecided
[ ]	[ ]	[ ]	Other

We would like to take this opportunity to thank you once again. it is only with your continued support that we can strive to improve the programs and services of Montgomery College. The information that you and others provide will help us to better meet the educational needs of the community.

THANKS AGAIN.
WE ARE COUNTING ON YOUR SUPPORT.

BEST COPY AVAILABLE